

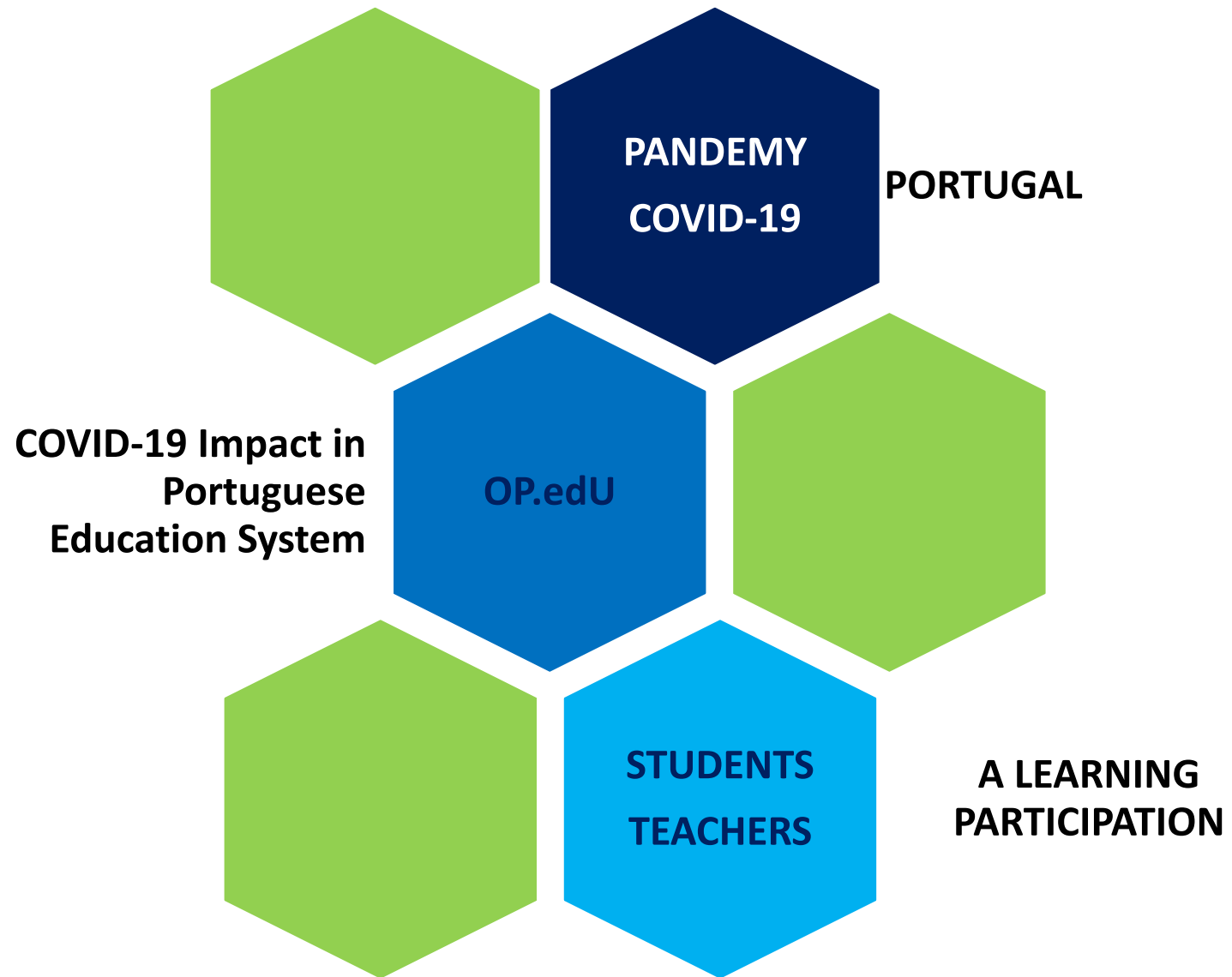


Diversity, Equity, and Inclusion Resources During COVID-19: A lesson learned for student

Nursing Students - Learning
with COVID19 in Portugal

José Amendoeira, Post-PhD

Nursing Students - Learning with COVID19 in Portugal



**PANDEMY
COVID-19**

PORTUGAL

**EPIDEMIOLOGICAL STATUS COVID CASES-19
ON 04/07/2020**

**28772
RECOVERED**

**43569
CONFIRMED**

**388969
SUSPECTED**

**1103
WAIT FOR
RESULT**

**1605
DEATHS**



PANDEMY
COVID-19

Higher Education Institutions

All activities with the presence of students are **suspended** from Monday, **March 16**

Activities must be **maintained** through **digital interaction** between **students** and **teachers**.

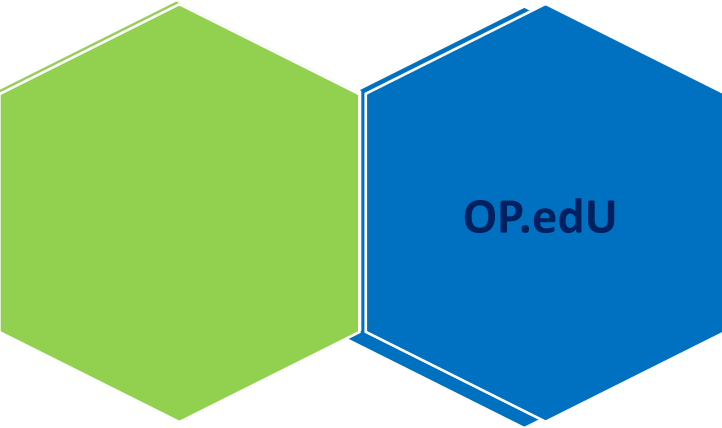
All Public Administration Services, Directors of Services and Organizations, **scientific institutions and higher education institutions** must encourage and create conditions for their employees, including employees, **teachers, researchers and research fellows, to use telework.**

Higher education institutions should **prioritize** the use of **telework, prioritizing vulnerable and at-risk groups**

COLIBRI - FCCN-FCT Multimedia Collaborative Environment, a **platform** that allows **classes / meetings** for up to **300** participants

WORKING GROUP to manage the situation of the **approximately 3250 Portuguese** students of higher education in mobility abroad (EU and third countries), having proceeded to their identification and contact.





OP.edU

COVID-19 Impact in Portuguese Education System

STUDY

In sample in 999 students of higher education, 54.3% keeps The same level in assistance / presence at classes remote

11% increased their level of assistance and 34.6% decreased their participation

A) are the ones who have the most opinion of its global situation (74%)

B) consider classes less interesting and the activities proposed by teachers in context of non-classroom teaching (79.2%)

C) consider that teachers are not prepared to develop non-teaching presence (75.7%)

D) are the ones with the highest levels of anxiety (48.8%), apathy (16.9%) and isolation (16.3%)

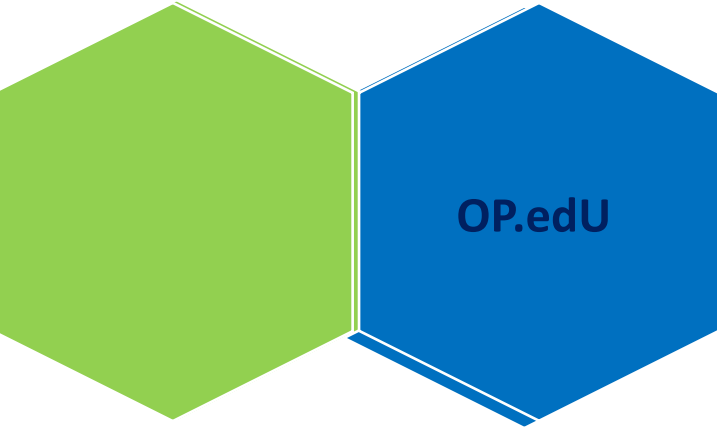
E) are the ones who feel the most desire to return to school (74.9%)

F) the perception of the in-person study involves an overly demanding workload (65%)

G) are very concerned with the evaluation (71.4%)

H) the change in habits to which they felt obliged is considered by 27.2% as an apprenticeship complementary, while 26.9% consider it useful, but little

1 - Students who appear to behave discomfort in relation to remote classes, having decreased its presence by comparison with the classroom lessons



COVID-19 Impact in Portuguese Education System

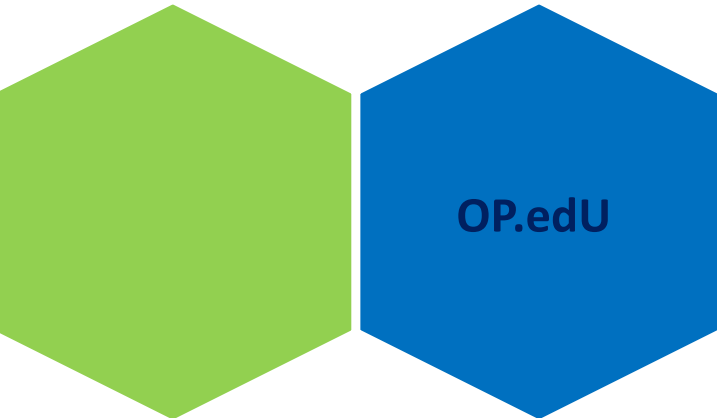
STUDY

In sample in 999 students of higher education, **54.3%** keeps The same level in assistance / presence at classes remote

11% increased their level of assistance and **34.6%** decreased their participation

2 - Group of students who claim to have increased their presence to classes

- A) most consider that there were no changes significant in the interest of classes and activities proposed in the teaching transition presence for distance learning (48.2%), but are the group that is most considered to have increased interest in classes (20%)
- B) (50%) consider that teachers are prepared for classroom teaching
- C) the confinement profile is similar to that of students who decreased their presence in class remote: 29.2% don't even leave home and 42.5% just do it in the garden or car park
- D) are the ones that show less changes in the level perceived well-being (25%) registering values lower anxiety rates (32.7%), and similar values both in the perception of apathy (16.3%) or isolation (17.3%)
- E) are the least willing to return to school (15.5%), although most of them are in the options “come back tomorrow” (45.5%) and “yes, but for not anymore ”(39.1%)
- F) believe that the teaching solution found works, but needs to be improved in the case of not returning to school so early (70%)



COVID-19 Impact in
Portuguese
Education System

Fundação para a Ciência e a Tecnologia
Portuguese public agency that supports science

RESILIENCE



STRENGTH



CONFIDENCE



MOTIVATE



PROTECTING SELF



EFFORT



CHANGE



AGILITY



SM-COVID19 

STUDENTS
TEACHERS

A LEARNING
PARTICIPATION



Life and Health Sciences

Coord. - José Amendoeira



Scientific Area - Individual and community health:
This area helps to build a research agenda focused on people, throughout the life cycle, and their health care needs.

COORDINATING PROFESSOR - Jose Amendoeira

José Amendoeira, Carla Chicau Borrego, Paula Ruivo, Pedro Sobreiro, David Catela, José Amendoeira and Rui Matos (2020). Conceptual Framework for the Research on Quality of Life, Sustainability 2020, 12, 4911; [doi:10.3390/su12124911](https://doi.org/10.3390/su12124911)

“CITIZEN” CENTRED CARE PROCESS

Coordinating Professor José Amendoeira
Students Participation – Formal Curriculum
Several Projects in Development





A LEARNING
PARTICIPATION

**CENTRO DE INVESTIGAÇÃO EM
QUALIDADE DE VIDA CIEQV
QUALITY OF LIFE RESEARCH
CENTER - LQRC**

**Impact of quarantine by
COVID-19 on higher
education students**

**MARIA DO CARMO
FIGUEIREDO (I R)
Health School of Santarem**

**Multidisciplinary Team
(Education and Sports)**

**Study of the impact of
confinement / health
beliefs on families'and
students in quality of life**

**Decreased influx to
health services (health
surveillance and
vaccination) of children
and families**

**MARIA REGINA FERREIRA
STUDENTS
Multidisciplinary Team**

**The emergence of new
infectious outbreaks and
collective disease
management. The case of
Portugal in the context of
the European Union.**

**JOSÉ AMENDOEIRA
ISABEL BARROSO
IRENE SANTOS
STUDENTS (2)
*HEALTH_NURSING_SOCIOLOGY***



Health Status Indicator: WHO_rYOU_ALL (Healthy Aging)

José Amendoeira



Hélia Dias



**Regina
Ferreira**



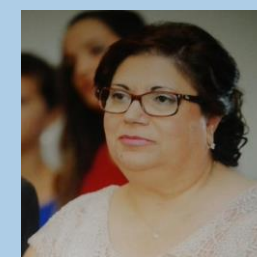
Mario Silva



Isabel Barroso



Alcinda Reis



MCarmo



Teresa Coelho



**Maria Potes
Barbas**



**Rita Santos
Rocha**



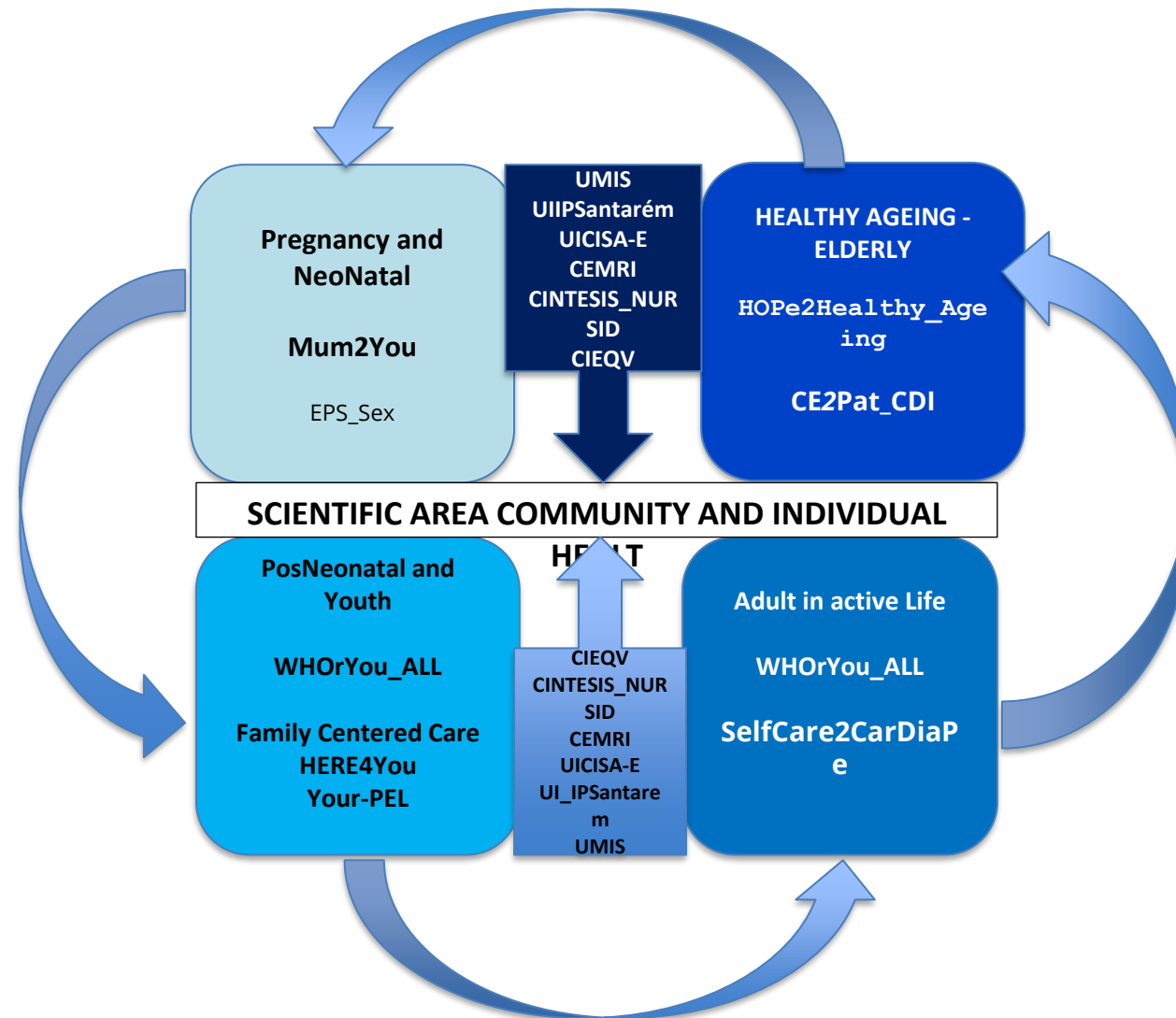
Paula Pinto



**Filipe
Madeira**

THE FUTURE RESEARCH

STUDENTS INCLUSION – Graduation; Master Degree & PhD



CIEQV - LQRC

REFERENCES

Direção Geral da Saúde (2020) Situação Epidemiológica em Portugal. COVID-19, Acesso em 5 de Julho de 2020 <https://covid19.min-saude.pt/>

Fundação para a Ciência e Tecnologia (2020) Acesso em 05 de Julho de 2020 <https://www.science4covid19.pt/>

Benavente, A.; Peixot,P.; Gomes, E. M. (2020) Impacto da COVID-19 no Sistema de Ensino Português. Observatório de Políticas de Educação, formação e ciência. Resultados parciais a 28 de abril de 2020 – Parte 5 Acesso em 05 de Julho de 2020 <http://www.op-edu.eu/>

jose.amendoeira@essaude.ipsantarem.pt

Ciência ID
CE15-0FD4-1203

ORCID iD
0000-0002-4464-8517

Researcher Id
H-9991-2016

Scopus Author Id
57197829124